SUBMISSION GUIDELINES

For

Documents Prepared To Standards Adopted By

The Commission On Teacher Credentialing

Pursuant To SB 2042

FOR PROGRAMS OF

Elementary Subject Matter Preparation

Preliminary Multiple Subject Teaching Credential Preparation

Preliminary Single Subject Teaching Credential Preparation

Blended Programs of Undergraduate Teacher Preparation

Revised October 2005

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814

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Introduction

In September 2001 the California Commission on Teacher Credentialing adopted new Standards of Quality and Effectiveness for the Subject Matter Requirement for the Multiple Subject Teaching Credential and Standards of Quality and Effectiveness for Teacher Preparation Programs for the Multiple and Single Subject Preliminary Teaching Credentials. In addition, it adopted an Implementation Plan for transitioning to the new standards. The implementation plan sets out timelines and processes for program document submissions and technical assistance. This document supplements that plan by providing specific information to program sponsors on how to submit documents for review and approval.

Program sponsors had approximately two years to transition from current to new standards of quality and effectiveness for Elementary Subject Matter and Professional Teacher Preparation Programs. Each sponsor was asked to select from among seven submission deadlines during the period April 2002 through September 2003. This was done in writing by January 30, 2002 on forms provided by the CCTC. All program documents were reviewed by statewide teams of peer reviewers selected from among qualified K–12 and IHE professional educators. The statewide review process ended on December 31, 2003.

New programs wishing to apply to the Commission after December 31, 2003 should follow the guidelines set forth in this document.

It should be noted that each program of Professional Teacher Preparation for the Multiple and Single Subject Preliminary Credentials, as well as each programs of Elementary Subject Matter Preparation for the Multiple Subject Credential must be submitted for review by the review panel. This process is separate from on-site unit accreditation by the Committee on Accreditation.

Technical assistance is available to program sponsors submitting new program applications after December 31, 2003. Programs needing technical assistance should contact the Commission staff member indicated in the guidelines document.

SUBMISSION GUIDELINES
FOR SB 2042 PROGRAM DOCUMENTS

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for organizations submitting documents for

approval under SB 2042. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

Transmittal Instructions

Sponsoring agencies are required to submit **two printed copies** of their proposal(s), **including one unbound copy** to the following address:

<div align="center">

California Commission on Teacher Credentialing
Professional Services Division
1900 Capitol Avenue
Sacramento, CA 95814

Attention: Phyllis Jacobson

</div>

In addition, **one electronic copy of the proposal** should be submitted to:

<div align="center">

Phyllis Jacobson: pjacobson@ctc.ca.gov

</div>

This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CCTCBlendeddocument.doc).

Submittal Deadlines

After December 2003, program sponsors may submit program applications at any time.

Program sponsors should note that additional materials, including the required Transmittal Cover Sheet, are included as an appendix to this document.

Transmittal Documents

Sponsoring agencies should send the SB 2042 Sponsoring Organization Transmittal Cover Sheet with the original signatures of the program contacts and chief executive officer along with their proposal(s).

In addition, each of the two copies of each proposal should begin with a copy of the SB 2042 Sponsoring Organization Transmittal Cover Sheet (see the Appendix for a blank copy).

Proposal Organization

Program sponsors may elect to prepare separate responses for multiple and single subject programs or a combined response. The following criteria should be used to guide these decisions:

1. When multiple and single subject programs are administered under a single organizational structure, sharing faculty and courses, as is often the case when there is a relatively small number of candidates, a combined proposal is suitable.
2. When multiple and single subject programs are administered and delivered separately within an organization, as often found in medium and large size programs, then separate proposals are suitable.
3. When program sponsors offer both a student teaching and internship model, there should be a single response for both models. The new standards are intended for both types of programs. The standards clearly indicate when separate information is required for a specific program type.

Blended Program sponsors are reminded that they must have an approved Subject Matter Preparation Program for the Multiple and/or Single Subject Preliminary Credential and an approved Professional Teacher Preparation Program for the Multiple and/or Single Subject Preliminary Credential in order to apply for approval for a Blended Program. Program sponsors may submit a Blended Program proposal at the same time as other new program submissions.

Each proposal must be organized in the following order:

1. Transmittal Cover Sheet
2. Table of Contents
3. Responses to Each Standard, including the Common Standards.

The responses to each standard must:

- be tabbed/labeled to help guide the reviewers
- have numbered pages
- provide supporting evidence, included after each response or organized into appendices. Evidence should be cross-referenced in the response and appendices *must* be tabbed for easy access by reviewers.

Responding to Standards

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program.

The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically. ***Responses that do not address each standard and its required elements will be considered incomplete***.

During an accreditation team visit, a program's failure to address all required elements of a standard will result in that standard being deemed "Not Met."

Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program, and by providing evidence to support the explanation.

The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program, in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.
Some examples of evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines, or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.

Lines of suitable evidence will vary with each standard.

Packaging Your Submission for Shipment to the Commission

Please keep the following guidelines in mind:

- Do not use foam peanuts as packaging material
- Do not overstuff the individual binders. Use two binders if necessary.
- Do not overstuff the individual boxes in which the binders are packed, as these may break open in shipment.

Transition Issues

The program contact identified on the Transmittal Cover Sheet will be informed electronically and by mail as changes occur and as the program review progresses.

Preconditions.   The Commission has adopted revised Preconditions for Professional Teacher Preparation Programs. These are available on the Commission's website at www.ctc.ca.gov. There is a single Precondition for Elementary Subject Matter Preparation programs.

Common Standards Responses. The Common Standards do not have required elements; they have 'Questions to Consider.'   Responses to the Common Standards should follow this format.   Information related to credentialing programs other than those being addressed in the document need not be included in your response.

Technology Standard 20.5. It is not necessary to prepare a new response to Standard 9, Using Computer-Based Technology in the Classroom, if your program has already been approved for Program Standard 20.5, Level 1. If your program has been approved for Level 2 as well, this option for candidates will continue to apply for completion of the computer-based technology requirement for the Professional Clear Credential.

APPENDIX: Transmittal Cover Sheet

SB 2042 Program Sponsor - Transmittal Cover Sheet

1) Sponsoring Organization:

   Name _____

2) **Type of Program Submission: Place a check mark in the appropriate box.**

Elementary Subject Matter Preparation	
Multiple Subject	
Multiple Subject Intern	
Single Subject	
Single Subject Intern	
Blended Program – Multiple Subject	
Blended Program – Single Subject	

3) **Program Contacts:**

   1. Name _____

   Title_____

   Address_____

   _____

   Phone _____Fax _____

   E-mail_____

2. Name _____

  Title_____

  Address_____

  _____

  Phone _____Fax _____

  E-mail_____

4) **Chief Executive Officer** *(President or Provost; Superintendent):*

  Name_____

  Address_____

  _____

  Phone _____Fax _____

  E-mail_____

*I Hereby Signify My Approval to Transmit This Program Document to the
California Commission on Teacher Credentialing:*

CEO Signature _____

Title _____

Date_____